



King Edward VII School  
LANGUAGE COLLEGE



ASSOCIATION  
for  
LANGUAGE LEARNING

Yorkshire

## Shifting the Focus from Teaching to Learning: **Independent and Cooperative Learning** in the MFL Classroom

**You teach less:  
They learn more !**

All sessions: **7.00 – 9.00 pm**

**King Edward VII School**

Sheffield, Glossop Road, The Michael Lewis Building

Our language classes are becoming more complex: Pupils arrive in Year 7 with a wide range of prior learning in primary schools. Fewer language classes mean a wider ability spread in each class in Key Stage 4.

Language teachers now face the challenge of having to find ways of meeting the needs of classes which are not only mixed-ability but also mixed-experience. We can no longer assume that our classes are a blank canvass with the teacher being the font of all knowledge.

### **Language teachers are working too hard!**

There is a real need for a shift from the teacher to the learner, encouraging students to take responsibility for their own learning and, to a degree, also for the learning of their classmates.

We have to find new ways of teaching and managing the learning in our languages classrooms, allowing students to

- develop their learning from where they each are individually
- learn at their own pace
- learn from others in the class
- share their own prior learning with others

Independent and cooperative learning strategies would go a long way to meeting the new challenge.

### **Promoting Independent and Cooperative Learning**

Creating ➡

- ➡ Independent enquirers
- ➡ creative thinkers
- ➡ reflective learners
- ➡ team workers
- ➡ self-managers
- ➡ effective participants.





# **Independent and Cooperative Learning in the MFL Classroom**



## **Session 1**

**Wednesday, 24 November 2010**

### **Developing Learner Motivation by developing Learner Autonomy**

**Dr Terry Lamb**

**Director of Teaching, School of Education, University of Sheffield**

There is clearly an intimate but complex relationship between the concepts of autonomy and motivation. On a simple level, most would claim that only motivated learners can learn autonomously. However, this presentation will argue that the situation is more complex than that, as motivation can also be enhanced by encouraging learners to develop greater control over their learning. It will also suggest that a lack of autonomy can lead to a loss of motivation, and that some attempts to motivate actually contribute to this. This paper will connect the voices of learners, talking about their experiences of learning languages in secondary school, with theoretical aspects of motivation literature in order to explore implications for our own practice as language learning facilitators. It will also consider practical ways in which the development of formative assessment in the classroom can enhance learners' autonomy and motivation.

**Terry Lamb** is Director of Teaching in the School of Education, University of Sheffield, England. He has authored and edited numerous publications in the areas of learner autonomy, multilingualism and teacher development, and is editor of the *International Journal of Innovation in Language Learning and Teaching*. Terry is currently President of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes) and Chair of FIPLV Europe, which are networks of language teacher associations in Europe and beyond. He is also a former President of the Association for Language Learning in the UK. He recently received the award of Chevalier des Palmes Académiques from the French Government.

## **Session 2**

**Tuesday, 30 November 2010**

### **Learning to Talk and Talking to Learn: Real Communication with Real Meaning**

**Rachel Hawkes**

**Director of Language College / Assistant Principal / AST / SSAT MFL Lead Practitioner  
Comberton Village College, Cambridgeshire**

Speaking is still the skill highlighted by OFSTED as the least developed in schools nationally and the one most likely to have a significant bearing on learners' motivation. It is also in the speaking (and writing) components that the changes in the new GCSE are greatest. Promoting spontaneous classroom talking and providing a progressive route from when our students arrive with mixed experiences in Year 7 through to the new GCSE speaking tasks must therefore be one of our priorities.

In this session the speaker will describe how she provides motivating contexts for planned and spontaneous talk in her classrooms which promote progression and motivate students to engage in real communication with real meaning. Resources and ideas shared were developed further last year through a collaborative Linked Up project between 5 secondary schools.

**Rachel Hawkes** is a classroom teacher of languages at Comberton Village College in Cambridgeshire. She has several further roles including Assistant Principal, Director of Language College, Advanced Skills Teacher, Specialist Schools Trust Lead Practitioner, and is a former Regional Subject Advisor for the new secondary languages curriculum. She also has twelve years experience as a Head of Modern Languages. She is passionate about most aspects of foreign language pedagogy, particularly spontaneous use of the target language, ICT, Assessment for Learning, Thinking Skills, Music, Song, Rhythm and Movement.



# **Independent and Cooperative Learning in the MFL Classroom**



## **Session 3**

**Tuesday, 7 December 2010**

### **Using the KS3 Framework to develop Independent Learning**

**Martine Pillette**

**Independent Languages Consultant**

The development of independent learning is to be encouraged for a variety of reasons.

For example:

- research shows that there is a strong relationship between independent learning and motivation;
- in order to work effectively to differentiated targets, pupils must learn to take ownership of their learning.

Many ingredients can contribute to the development of independent learning.

For example:

- pupils need to have a clear understanding of the features of progression in languages;
- pupils need to develop effective skills for collaborative work.

In this session, Martine will highlight the many features of the KS3 Framework (2009 version) which can help nurture more independent learners. She will draw both on the objectives and on the exemplification materials, and will suggest a variety of realistic ways of modifying current practice. The session will also facilitate joined-up thinking between the Framework and Assessment for Learning - which is of course at the heart of the independent learning agenda.

**Martine Pillette** is an independent languages consultant, trainer, author and examiner. She is regularly involved in national initiatives through organisations such as ALL, CILT and the National Strategies. Her current work with teachers and learners spans KS2-KS5. Martine is co-author of the renewed KS3 Framework for languages (2009).

## **Session 4**

**Tuesday, 11 January 2011**

### **Developing Student Independence at GCSE Level**

**Juliet Park**

**Director MFL, SSAT MFL Leader Practitioner  
Yewlands School, Sheffield**

The new GCSE has brought with it more freedom and choice for both teachers and pupils, but also the need for more student independence in the controlled assessments. This session will demonstrate techniques for developing student autonomy, performance and confidence at GCSE level. The workshop will focus on all skills but with a particular emphasis on speaking and writing. The session is intended to support teachers in preparing pupils for the new GCSE in languages, the speaking and writing assessments in particular. It will help teachers in their efforts to develop their students as independent learners and to gain the skills needed to perform at their best in the controlled assessments.

The workshop is appropriate to all major awarding bodies.

If you are looking for ideas and activities to add a bit of zing to your GCSE teaching, this session is for you.

**Juliet Park** is Director MFL at Yewlands school, Lead Practitioner for the SSAT, national trainer, author and NVQ specialist. She has experience of teaching in primary, secondary, FE, Adult Ed and to businesses. In addition to being a Lead Practitioner for the SSAT, Juliet also was a Regional Adviser for the New Curriculum in the Yorkshire and Humber region, specialising in vocational languages. She is an author of business language materials for secondary schools as well as a new scheme of work for year 7s. She is also an SSAT trained adviser for the controlled assessments in the new GCSE in MFL..



## **Independent and Cooperative Learning in the MFL Classroom**



### **Session 5**

**Tuesday, 25 January 2011**

## **Supporting Student Autonomy through ICT**

**Wendy Adeniji**  
**Independent Consultant**

ICT has great potential to support students' autonomy in language learning, although its full potential is not always harnessed effectively. Find out about the latest and best free ICT tools to help motivate learners and develop language learning across all four skills in a way that students can work independently. Examples include story-making websites, text-to-speech tools, avatars and much more. See real examples of how the internet can be used effectively to practise vocabulary and grammar as well as to develop learners' creativity.

**Wendy Adeniji** is a teacher, trainer and author of educational materials for Heinemann and BBC Education. She has worked as a Regional Co-ordinator for the dissemination of the New Modern Languages Secondary Curriculum in Yorkshire and the Humber and is in demand nationally as a speaker and trainer. She regularly runs training courses for Local Authorities and acts as a consultant for the QCA, SSAT and CILT.

### **Session 6**

**Thursday, 3 February 2011**

## **Managing Mixed-Experience Classes: Shifting the Focus from Teaching to Learning**

**Eva Lamb**  
**Language College Director, King Edward VII School**  
**Chair, ALL Yorkshire**

Just over half of the Year 7 pupils at King Edward VII School have followed a structured and carefully planned programme of Spanish over 4 years in their primary schools, the others come from over 30 other primary schools and have very mixed (if any) prior experience of Spanish. The Languages Department at KES has faced the challenge of mixed-experience classes head-on and has developed a new Scheme of Work which is based on the realisation that it is both the content and the methodology that needs to change so that the needs of all learners can be met.

The new SOW avoids repeating content that may have been taught in the primary schools by refocusing the vocabulary to a new and different context e.g. through teaching Personal Learning and Thinking Skills (PLTS) through Spanish, or by developing the content within Intercultural Understanding, or even by teaching the content of other subjects through the target language (CLIL). Teaching methodology changed focus to different ways of learning, with an emphasis on group work and cooperative learning.

Last year King Edward VII School was the lead school in the first LinkedUp Project in the Yorkshire & Humber region developing this work further together with four other Sheffield schools: The City School, Handsworth Grange School, Tipton School and Wisewood School. This session will summarise the work the five schools have done together and provide practical examples of activities and resources.

**Eva Lamb** is Language College Director at King Edward VII School, Chair of the Yorkshire Branch of the Association for Language Learning and a member of ALL's National Executive Council. She is a former SSAT Languages Lead Practitioner and frequently speaks at local, regional and national events.